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ABSTRACT

Strategies for integrating second language instruction with a global perspective are described. The first strategy is a framework of skills for global interaction that teachers can apply to selecting instructional materials and setting educational goals. According to this framework, the goals of education for a global perspective include decreasing ethnocentric and stereotypic perceptions and developing constructive attitudes toward diversity and change. The second strategy is to organize lessons and materials around cultural universals related to material culture, the arts, recreation, language, social organization, social control, economic organization, and world view. Such organization promotes those elements of society which unite humanity. Teachers should establish files for the collection of potential classroom materials about cultural universals. The third strategy is to plan lessons around conceptual themes such as nationalism or interdependence. (RW)

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A Global Perspective and Second Language Study - An Action Plan

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Today I'll be discussing with you how second language study and a global perspective can be integrated.

A Global Village View

Just imagine if the world were a global village of one hundred people, only six of those would be North Americans. Eleven of the hundred would speak English; eighty-nine would not.

Nineteen of those one hundred people would be of first world status, depending a great deal on the nine second world and seventy-two third world people for resources, markets, and labor. Those economic links in the global village necessitate interaction, and intercation implies communication.

Education for global responsibility recognizes that the world is indeed a global village. The people of the earth are increasingly dependent on one another. A teacher with a global perspective sees beyond national boundaries and language barriers. Such a teacher sees a mental model of the earth as a series of overlapping interdependent groups.

Second language teachers have long heard that "language is culture, and culture is language." Education for global responsibility provides the language teacher with an ideal and practical vehicle for weaving language and culture together.

The connection between language and culture is an integral part of a global mindset. There are unnumerable definitions of a global

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perspective. For our purposes today, a global perspective is defined as the awareness of the interdependence of all people, the valuing of the interdependence of global resources, a sense of stewardship among all peoples in the use of the earth, and the idea of the world as a system.

In recent years second language and cultural studies have enlarged their scope from teaching only about the specific cultural area of the language speciality, i.e., a Spanish teacher taught about Spain, to including a variety of areas where the language was spoken, i.e., a Spanish teacher teaches about Spain and the countries of Latin and Central America. More recently, language teachers are teaching culture by presenting the culture of two or three different nations. Thus, the Italian teacher refers to Spanish, French and German cultures in presenting aspects of Italian culture. Viewed in a global way, cultural studies of the second language teacher should well include many cultures of the world.

Culture studies in the second language classroom have grown in another way as well. Earlier concepts of culture studies included only the big "C" culture - the fine arts, literature, architecture, museums. More recently, the importance of small "c" culture has been stressed. For example, the lives, customs, crafts, language, and homes of people, beyond the level of only historical scrutiny are being emphasized to a greater degree. This small "c" culture approach is compatible with educating for a global perspective in that it emphasizes the universality of cultural institutions across national boundaries, language groups and socioeconomic ranges.

Tools for Change

How can foreign language educators move toward accepting greater

global responsibility in a comprehensive way? Three simple change strategies which will be described here are approaches to help teachers and schools foster a sense of the global system as a whole. The strategies might be considered tools for change.

Second language teachers need a skills framework or model for developing components of global education for their students. Barbara Winston and Charlotte Anderson in the monograph Skill Development in Elementary Social Studies: A New Perspective (Boulder, Colorado: Eric Clearinghouse for Social Studies and the Social Science Education Consortium, 1977) present a skills model which includes how the individual can manage interaction (thinking, attitude, and actions) with others. These self-managing skills promote a greater understanding of the similarities and differences which exist in all people of the earth. Thus, these skills also can be viewed as global skills--which is the way in which I have chosen to use them.

Why can we view these skills as global skills? There are several reasons. The skills are active, life-long skills. Although students may be able to understand and respond linguistically to a person from another culture, they may not be able to relate personally unless they have these skills. Furthermore, if students develop these ways of thinking and acting toward people of other nations, then they can become a positive force in talking about these people and in interacting with them. At that point students can begin to develop a global perspective.

The global skills are not limited to any one language or culture. They act as parts of a worldwide umbrella, for they cover all languages and cultures. They can assist teachers n only in social studies or second language classes but in all learning situations. They provide

both teachers and students with some vital links among all people of the world.

Global Skills of Goals of Educating for a Global Perspective

These eight skills are:

(1) decreasing egocentric perceptions,

(2) decreasing ethnocentric perceptions,

(3) decreasing stereotypic perceptions,

(4) developing the ability to empathize,

(5) developing constructive attitudes toward diversity,

(6) developing constructive attitudes toward change,

(7) developing constructive attitudes toward ambiguity, and

(8) developing constructive attitudes toward conflict.

Using these global skills, we can apply A Global Potential Rating Scale to judge the quality of the global perspective in the texts and other materials we use in the classroom by asking if these texts and materials will help the learners:

	High Potential			Low Potential	
o gain accurate information about another culture?	1	2	3	4	5
o decrease egocentric perceptions?	1	2	3	4	5
o decrease ethnocentric perceptions?	1	2	3	4	5
o decrease stereotypic perceptions?	1	2	3	4	5
o increase their ability to empathize?	1		3	4	5

o develop constructive attitudes toward diversity?	1	2	3	4	5
o develop constructive attitudes toward change?	1	2	3	4	5
o develop constructive attitudes toward ambiguity?	1	2	3	4	5
o and develop constructive attitudes toward conflict?	1	2	3	4	5

The rating scale can be a simple yes no or Likert 1-5 scale

Change Tool Number Two: Planning Around Cultural Universals*

In order to organize our materials and daily lessons more globally, a listing of Identifiable Universals can be very helpful. These universals published by GPE in a monograph of the same name in 1979 are comprised of nine topics:

I. Material Culture which includes
   - o food
   - o clothing and adornment of the body
   - o tools and weapons
   - o housing and shelter
   - o transportation
   - o personal possessions
   - o household articles

II. The Arts, Play and Recreation
   - o forms of the arts, play and recreation
   - o folk arts and fine arts

*(Cleveland, et al, Universals of Culture, NY: Global Perspectives in Education, 1979)

- o standards of beauty and taste

III. Includes Language and Nonverbal Communication

- o nonverbal communication
- o language

IV. Social Organization

- o societies
- o families, and
- o kinship systems

V. Social Control is comprised of

- o systems and governmental institutions as well as
- o rewards and punishments

VI. Includes Conflict and Warfare

VII. Economic Organization includes

- o systems of trade and exchange
- o producing and manufacturing
- o property
- o Division of Labor
- o standard of living

VIII. Is Education both formal and informal?

IX. World View is comprised of

- o belief systems and
- o religion

The use of these culture components for language or other school programs promotes those elements of humanity which tend to unite people. The purpose of this organization is to point up the global fact that, in whatever way a people may behave, their l s are unique only in the form, not in the basic structure of their experience. It should be noted that

this cultural universals listing is not necessarily inclusive of all possible topics. The list in only one example of an organizing framework.

To bring about the globalization of the culture elements of school programs, teachers can organize interdisciplinary culture units under these cultural universals topics or use an adapted list which the teacher deems appropriate.

An integral part of this second change strategy involves the teacher as a collector of materials. A cultural universals drop file can act as a convenient organizer for the collection of materials related to each of the topics.

For example, a cultural universals drop file may begin as a manila envelope entitled Social Organization. Into this envelope, the teacher may put clippings, cartoons, articles, and quotations. Since development of the self-management skills is a goal of global efforts, each entry to the drop file should be judged critically on the Global Potential Rating Scale suggested as change tool number one.

The cultural universals drop file will undoubtedly need to grow to file drawer or cardboard box size as a wide variety of materials reflecting many ways of looking at a topic are added:

Examples of items suitable for a drop file include:

- o News articles: English and non-English
- o Journals
- o Posters
- o Slides
- o Literature: that is children's literature, fables, folktales, poetry, essays
- o Role plays

- o Realia-real objects of culture
- o Culture assimilators
- o Letters, diaries
- o Magazines
- o Charts, graphs
- o Filmstrips, movies, T.V. tapes
- o Audio-tape interviews, dialogues
- o Dramatics; scripts/skits/puppet plays
- o Simulations
- o Culture capsules, and
- o Historic, political and personal documents, and many more

In going beyond text and audiovisual sources, the drop file has the advantage of being more current; it can provide materials to meet a wide range of student needs, abilities, interests, and learning styles. It can offer options for developing a cultural theme from many perspectives and through the eyes of several cultures and languages.

While the material in a cultural universals drop file collected by a single teacher can be an exciting resource, the value of a drop file of contributions from a group of teachers with varied subject area backgrounds is of even greater potential. The demands on teachers today are great. It is often overwhelming to keep up with the literature even in one's own area of interest and expertise. We need to depend on one another for new ideas and materials.

A language teacher, for example, may introduce the social studies teacher to culture assimilators and culture capsules; the elementary teacher may share folk tales and children literature; the drama enthusiast may select puppetry and drama techniques; the social studies

teacher may distribute a simulation from a recent social studies journal; and the librarian may suggest current audiovisual sources. Everyone can contribute to drop files rendering them of far greater value than most individual teachers might be able to collect by themselves.

Drop files might be housed in department offices, library media centers, team rooms, or teacher centers. It is important that the guidelines for use of the files be agreed upon and made clear to all potential users. Realistically, some items might have to be labeled and reserved for specific grades and subjects. So much for the second change tool: The Cultural Universals.

The Last Change Tool - Number Three is: Planning Around Concept Themes

To explain the term concept as used here, the metaphor of a mental container may prove helpful. Conceptual learning posits the learner as a constant recipient of knowledge and experience which must be processed and responded to in a variety of ways. This knowledge comes to the learner in different ways, from formal and informal sources.

The child as a recipient of all of this knowledge begins to sort, sift, and see relationships among data. From all of the different data a baby gathers about the person taking care of him, the data begins to take on a label: Vater, pater, pere, father. The label is the shorthand term we use to organize all the data which constitutes the growing concept. When a child can attach the name label to the concept and use the shorthand to communicate an understanding of relationships and analogy, we say the child has conceptually learned.

Concepts grow, deepening and broadening with the passing years and experience. Because the nature of the related data changes with time, new experiences, and added knowledge, the container idea can be misleading because there is no confining limit to conceptual growth, nor

is there an ultimate true concept. However, the concept container can be viewed as containing all the data a person has accumulated up to that time. These two ideas, expanding and containing, when applied to concepts, provide the keys to the role of the school. We must help to broaden and deepen the conceptual knowledge of children, as well as assist them in learning the various ways in which their conceptual development can help them to think better about the world in which they live. Examples of concepts which are often dealt with in language classes are communication - verbal and nonverbal - and nationalism and interdependence.

Conclusion

These three simple tools for change are designed to help teachers move toward accepting greater global responsibility in their classroom and schools:

(1) The Global Potential Rating Scale can be used to raise teacher awareness of global skills and to judge appropriateness of materials for classroom instruction.

(2) The cultural universals can be used to help teachers work cooperatively to create resource collections to foster global responsibility, and

(3) Organizing for interdisciplinary instruction around concepts, such as nationalism and interdependence, is still another way to further global goals.

The creative teacher, team leader, department chairperson and curriculum coordinator will surely develop many ways for moving staff and students toward accepting global responsibility in an increasingly interdependent world.